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The Students of Worcester Polytechnic Institute

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Education at WPI — 1969 through 1973

by Prof. John M. Boyd

Part I

"The purpose of the college . . . must be in a quantitative age to produce men of quality."

Irving Babbitt, Professor, Harvard College to T. S. Eliot.

In 1969 as a result of a complex interaction of social, historical, and economic forces an astonishing movement was generated at WPI. A group of faculty initially primarily concerned with the obsolete technical training program of the college soon transcended that level of parochial efficiency to study the failings of American undergraduate education.

It became clear during this study that the profound implications of the technological culture of the United States demand a radical (e.g., not) assessment of educational values and objectives. At a time when technology - has unleashed forces of a magnitude capable of changing the random distribution of events in the biosphere toward pre-selected biases - areas from biology to meteorology, the university has no adequate response.

The scientific and technological segments of the academy have been immersed in the affairs of the technological culture by way of grants and contracts that most are incapable of accepting the basic responsibility of the search for truth and the accompanying critical stance. The liberal arts, illiterate in a lack of understanding of the concepts and methods of science and technology, have no significant impact on the students of science and technology who most fundamentally suffer from lack of insight into the experiences of man.

Perhaps the extreme example of a new barbarism is the training of the American engineering student. Unlike many other technologists he does not proceed with his professional training after at least an exposure to significant academic priority to the humanities. Rather, in his engineering training he is trapped in his own time (except for low academic priority survey courses). He has almost no sensitivity to the long and rich development of technology and its relation to human values. He has little awareness of the implications of current and future technology with regard to fundamental cultural changes. He is part of the machine, uncritical, passive, expendable.

These several levels of concern prompted the faculty study group to propose an educational environment with the potential to develop in time into a prototype for education in a technological culture. (Granted that this goal is an awesome one and may seem arrogant, the structuring of American colleges is such that not many have the potential flexibility of a WPI to attempt significant change, although all are sadly deficient.)

It was recognized that the current faculty, trapped in their own training, could not be expected to completely develop and implement a new educational direction. Rather, it was hoped that by providing an environment in which continuing change was possible, an evolution of program would occur over several generations as adventuresome students and faculty explored and pushed back the limits of experience of their academic community.

Now, at the beginning of 1974, it must be recognized that the educational program was stillborn. The basic reason for this collapse of potential has been a failure to generate the open, unfettered environment discussed in the preceding paragraph. An atmosphere of inertia and a series of compromises, explicit and implicit, have maintained an oppressive, restricted intellectual climate. Some of the important factors resulting in the maintenance of this climate are:

1. A substantial number of faculty are not even now aware of the valid criticisms of American education at any level. They sincerely believe, due to this lack of awareness, that the traditional WPI program was efficient and optimum. In addition, although the student reward system, through degree requirements, was changed, the faculty reward structure is still tied to the historical middle management top-down decision making process. Thus, a strong damping force exists in the faculty to return the program to the old equilibrium state.

2. The trustees and administration for the most part fail to understand, or cannot accept, the concomitant risks of the implications of the required changes. The administrative goal is short term survival. For example, at a time at WPI when an enormous amount of energy is required for educational research, and when many engineering colleges have suffered 10 to 40 percent enrollment drops, the acceptance of highly selected and motivated smaller entering classes temporarily could have furthered the long range college goals (and survival). Instead the student population has been maintained and increased (requiring the inclusion of poorly motivated and prepared students). As a result the desired atmosphere of experimentation and vigor is instead an atmosphere of conservatism, anger, fear, and fatigue.

3. The current moves to submit to external pressures brought by industrial recruiters and graduate schools with regard to grading scales and grade averages of course are a complete failure of purpose and courage. The program was adopted to oppose the false premises imposed by our society. We cannot therefore at the same time submit to them. We have hardly attempted to educate industry, academe, government, parents, etc. on the reasons for our program, yet we are already submitting when the criticism is hardly audible. For example, ECPD accreditation by engineering department rather than by institution will surely almost completely paralyze any real reform and integration of engineering education here.

4. A vital academic community at WPI still does not exist. The campus atmosphere is anti-intellectual and bored. Although a sense of community has from the beginning been recognized as a critical element of reform, no significant energies have been devoted to it.

5. Too many of the faculty who understand and who are responsible for the new program, as a result of a concentrated cooperative effort, are now fragmented in their activities or are in primarily administrative capacities. Therefore the student-faculty interaction is still primarily I-It rather than I-Thou. This is another result of a counter-productive reward structure, and it is devastating to a student-centered program.

In summary, WPI has hardly begun to implement the proposed program, sometimes called the Plan. There have been some large operational

changes but the traditional underlying educational premises are still extant. What is evolving is a modified traditional program with a senior major technical project. The other project, sometimes called the IQP, seems now to be our major raison d'être. But in a society where the results of technology are awesome (energy crises, genetic engineering, hydrogen bombs, artificial environments) the necessity for a critical scholarship of technology is hardly recognized. The IQP is rapidly narrowing into another technological project. The technology is of course new to WPI (sociology and psychology), but the technological manipulation of "things" to seek out an optimum is identical. The basic hypothesis of a decentered manipulation of people as objects is never questioned. The possible synthesis of intuitive (holistic) and deductive (reductive) world views is not even recognized. In addition, the humanities interaction through the sufficiency requirement has already become a sterile set of courses with little interaction across disciplines, let alone with the technical faculty.

I am not concerned with this stage of the educational evolution in itself after only three years. One could hardly hope for more, as noted above, in an existing institution. What is distressing, however, is the observation that the mold is probably already frozen at this stage by compromise, and that further basic evolutionary change is highly improbable. Also, although the educational program and attitudes are not significantly different from the past, the public face is based on the wide ranging philosophy of change of the original proposal. This places us in a position dangerously close to hypocrisy, and we cannot and should not prosper in an atmosphere of false expectations.

It is time for another basic decision. Do we as an academic community have the commitment to provide an environment for significant educational innovation and progress? If the answer is no, then we must be honest in our public stature. (We also should begin now to study the need for public support, for I think that the ability to survive as a private college is rather small with a modified traditional program.)

If we can make the necessary commitment, then the campus environment must be altered now to encourage the implementation of the already well developed philosophy voted by the faculty. These crucial changes are outlined in Part II of this report.

(Part II Next Week)

Friedkin Residency

by Bill Ferrara —
Holy Cross

Those who came to see the major presentation at Holy Cross of William Friedkin's three-day residency were not especially attracted by the advertised topic, "Censorship and the Code". They came to see William Friedkin. Nor did Friedkin devote his entire talk to that topic.

At Friday night's presentation in the Hogan ballroom, the celebrated director ranged over a wide variety of topics. In describing how he decided to become a film director, he cited Orson Welles' "Citizen Kane" and cubism as providing him, respectively, with "a real education in filmmaking," and "the idea that you can suggest depth in a medium with only height and width."

Friedkin explained, "The cinema director has a responsibility to his medium: to explore the possibilities of that medium. As a medium film is in its infancy. Right now it's used arbitrarily, but all its possibilities haven't begun to be explored."

With only a little difficulty from house lights that seemed to be possessed of a mind of their own, Friedkin showed an excerpt from the chase scene from "The French Connection." He explained, "Motion is the essential ingredient

in motion pictures. A verbal exchange can be masterful and well done, but it's easier to respond to the use of simple things."

A small groan rose from the audience when he confessed to using "paper mache trashcans" in that scene. But with that, he was able to describe one of the purposes of cinema. According to Friedkin, the question to ask is, "Is the illusion effective? The cinema tries to convince the audience of the 'reality of the illusion'. It tries to break down the 'Fourth Wall' of the theatre."

He then directed himself to the topic of censorship and rating of films. "The Rating Board consists of eight people trained in law and sociology and are appointed by the major studios. The Motion Picture Association of America does not censor. The ratings they attach to films are basically suggestions, a guide for parents thinking to take their children to see films."

The current guideline for rating, he further explained, was the current Supreme Court ruling on obscenity, the legal definition of what constitutes obscenity. "There is a great deal of self-censorship within the medium. It's the only way to forestall government censorship of it."

While he is not convinced that ratings are totally necessary, Friedkin added, "The present code provides much more freedom of the screen. It's total." By way of contrast he gave a few examples of what censorship was like forty years ago. According to the Board, "Since Miranda is married to Fred, she cannot be seen kissing Jeff."

The predictable question of the rating of "The Exorcist" arose. "We received a 'clean R'. The vote was unanimous and there were no suggested cuts made." He added that even though "The Exorcist" had its share of four letter words, "We didn't do it to excess. Each time they're used, it's for a reason."

Friedkin pointed out that "Violence is taken for granted as a common denominator in our lives.



Obscenity is a familiar but elusive concept." Previously, the Supreme Court tried to define obscenity, and stated that works with "no redeeming social value" are not protected by the first amendment. They added however, that sex and obscenity were not necessarily synonymous. The current Supreme Court ruling requires local communities to decide what can and cannot be shown. "The code is liberalizing every day. The pendulum keeps going and it never comes back to where it started."

Friedkin rejects the idea of telling people that one movie is obscene, or this one is bad, this one is X-rated. "The ultimate censor is you and me. As adults we can

make our own decisions about what is good and what's trash." He later added, "The self-censorship within the medium is constant and relating to personal taste. But outside censorship is like a forest fire. It takes everything in its path with it. It doesn't stop anywhere."

Concerning what he would have done if "The Exorcist" had required any cuts made, Friedkin remarked, "A watered down form would not present the mystery of goodness, the mystery of faith in the same way. It's a realistic film about the inexplicable. We went for total realism — no holds barred."

The Friday presentation was, above all, entertaining. Friedkin was relaxed and at ease with a receptive audience and slightly hoarse after two days in Worcester.

On Saturday night, Friedkin returned to Holy Cross to preview and then review his film, "The Night They Raided Minsky's" in the Kimball cinema auditorium. He described "Minsky's" as "a piece of fluff. It seems to be the most popular film I've done and the only one I really had fun doing. It's a recreation of burlesque comedy as it was in the 20's and 30's. It was a kitchen sink picture. I tried everything. Much of it's a joke, to be taken with a grain of salt." Of the six films that he's made, Friedkin admitted, "this is the easiest one for me to watch. It's become a facet of my personality. I see it as an emotional roadmap of the way I was at the time it's like looking at an old class photo."



NEWSPEAK

Tuesday, Feb. 12, 1974 Vol. 2 No. 2

Letter: Mini-Brains

To the Editors:

Often advances in technology simplify our lives, but at the same time these advances produce serious philosophical and moral questions. WPI has not escaped this situation. Within the past year or so the pocket calculator has become a reality and today a number of students own these calculators. Some thinking must be done concerning this situation.

The availability of these calculators has simplified school life for those who own them, but it also places a burden upon the faculty. Every faculty member must now ask whether it is morally permissible to allow calculators to be used in testing situations. This question must be asked because everyone cannot afford to purchase a calculator that can cost several hundred dollars and simplifies work greatly by doing e to the x sin, cos, and even more complicated functions. The faculty must also ask themselves whether they will be giving an unfair advantage in a testing situation to someone who can afford a calculator over someone who can only afford a slide rule. It has been said that someone with a calculator has about a 15 minute time advantage on a typical technological hour exam besides the additional accuracy obtained with the use of a calculator. I have also heard that Stanford University has outlawed the use of the calculators in testing situations.

The logical extension of the use of calculators in tests is a student walking into a test with a mini-computer on his back programmed to do any type of problem that could be encountered on the test. I therefore ask that each member of the faculty think about whether he allows some students to have an advantage over others through the use of calculators, and, upon reaching his decision, take any appropriate action which he thinks necessary.

Sincerely,
Leo J. Letendre

Letter: Math on TV

Dear Editors:

You seem to know what's going around campus. So, how about giving me the Bird's Eye lowdown on this caper. What I'm referring to is the practice of students signing up for regular Math Courses and ending up in an experimental class, without any warning, where the teacher is on Channel 7 and the homework on Channel 5 and there's an extra question on the test that's from the TV Guide.

WPI NEWSPEAK

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Editorial Opinion: From Calculators to Corporations

Mr. Letendre's letter this week raises some important questions on the ethics of electronic calculator use in testing situations at this school. Unfortunately, he puts the burden of decision regarding use of calculators on the individual faculty member. A universal ruling by vote of the faculty is the only equitable solution. There are two ways to give all students equal advantage in testing situations. Either forbid the little rich boys to take their calculators to exams or make them available to all students at school expense. Take your pick.

The subject of calculators brings to mind a statement made last fall by the calculator mogul, David Packard. He's the nice man who sells HP-45's to college students across the nation. Although a large portion of his company's income comes from purchases by college students, his remarks show a very low opinion of his customers and the Institutions they attend. He accused colleges of "serving as a haven for radicals who want to destroy the free enterprise system." He went on to show contempt for private colleges because they allowed their power to shift from trustees who were mainly corporate officers to students, various ethnic groups and "a militant minority of the faculty." Packard vowed that his company would cease to support private colleges for these reasons.

The dilemma of financing private higher education is a critical topic of discussion today. At a recent meeting of the Trustees' Committee on Academic Policy and Student Affairs the financial woes of WPI were the first order of business. (This committee, incidentally, is made up of corporate officers, administrators, faculty and students). The discussion turned to the responsibilities of companies like Packard's to help private colleges. Some companies are following the trend of social responsibility by giving to colleges, regardless of the direct monetary return to their stockholders. Many other large corporations follow Packard's advice and support only institutions that "contribute in some specific way to our individual companies."

If institutions like WPI are to survive, corporations are going to have to pick up the tab for the personnel training they have previously received for free. Some kind of pressure will be necessary to make companies aware of the financial crisis colleges are facing. One device available is the boycott, which is a part of Mr. Packard's "free enterprise system." If college students ceased to purchase Hewlett-Packard calculators, the company might come to the realization that many of its customers are displeased with its policy. This would also serve to get those devilish little machines out of examination rooms.

If you want to stop the large tuition hikes and lay-offs of campus personnel, take some action. Leaning on college administrators accomplishes little. The are trying to keep the colleges from sinking. Go right to where the problem lies. Boycott Hewlett-Packard. Boycott all companies that will not fulfill their responsibilities to help private education.

My sense of values must have been affected since my arrival here as I can't see spending \$4,300 or as a celebrity has stated \$4,700 a year to watch TV, when I know they would rather be watching the Three Stooges! Are (live) teachers obsolete or are they going to change the name of this school to VPI (videotape poly. tech). If this persists I wouldn't be surprised to see Johnny Carson teaching 2050. At this rate it will be either Davis or "Days or Our Lives."

Tastefully yours,
John Leeber '77

In case you don't look at the staff box on page two each week (not that I blame you), you may not have noticed that Newspeak recently changed editors. There are new people in all positions and some changes are going to be taking place.

If you have an idea of what Newspeak should be, now is the time to work toward change by joining the staff. Kibitzers still unwelcome.

One of our major goals this year is to collect and print news. Collecting it takes people; quite a few. Yes, there is news to collect around here. Projects, activities, the recent layoffs, Planning Days...

There is also potential material in the "outside world." What are other schools (MIT, RPI, CalTech, HC, Clark) doing that we're not? How about the effect of things like the energy crisis or truckers' strike on us?

Food Committee

by Bruce Minsky

The Food Committee met Wednesday, February 6, and the following topics were discussed:

1. Comment Slips: All serious comment slips, after review, will be posted on a board within the Chef's view so that he is more aware of the students' preferences.

2. Pastry: All pastry will be fresh baked within the kitchen and two items will be available for meals. Since the price of dairy products has risen considerably during the past few weeks (and the board price hasn't), the committee feels the pastry items will make adequate desserts supplemented with ice cream for 3 meals a week. This practice also benefits the economic condition of the food service which results in stable board rates.

3. Student Employees: There are openings for students for kitchen work, including baking, cooking and other culinary talents. This provides an opportunity to learn culinary procedures while reducing the amount of full-time employees.

Plan — A System or A Philosophy?

This is an answer to Professor Mancuso's Faculty Pen in February 5's Newspeak, but makes a point that nearly everyone, most especially myself, has missed in all the discussion that has taken place in the past several Newspeaks.

My brief interpretation of Professor Mancuso's article was basically that the Plan as a system will work after refinements and that our main problem is to sell it.

His mistake, and mine, is that the Plan is not a system.

It is better described as a philosophy, or a concept.

The Plan is not seven week terms, or IPI, or DIST-AC-NR. It is not even projects. These things are not even "pieces" of the Plan.

The Plan is a concept of what an education should be, and how to go about making it so. It was born out of realization that American higher education had degenerated to shoveling facts, and that Tech was becoming an advanced trade school. All of the self-development that went along with education was missing, and "school" was becoming a factory that chunked out engineers.

That administrative system we call the Plan is nothing more than a tool to help redirect lost priorities. And the problem is not so much that it's better or worse than the old system, but that we view it as that road to a better education, and follow it so rigidly.

We have been too tightly bound to the system. The Plan has already been degraded in our minds to the notion that it's a replacement system that we follow requirement by requirement, step by step, so we can get our diplomas and leave to follow our goals. Faculty and student alike are still too intent on producing engineers according to the present system, instead of developing people who are competent as engineers and capable of functioning equally well in society as on the job.

In one of the discussions held in preparation for Planning Days, Dean van Alstyne said, in effect, that as long as this school remains willing to change in order better fulfill what it sees as its goals, we are in no danger of failing. Perhaps I read too much into it (if so, I wish to be corrected), but that boiled down to me as meaning that this school should not hesitate to dump any system if (1) it fails to serve its total function; and (2) there is a better one right behind it. Perhaps Planning Days will spawn that "better one." Perhaps it doesn't exist.

I have been purposefully vague about my idea of what a Plan education is or what it means. If I expressed it, people would tend to think and argue in terms of it, rather than on the basis of their own ideas. I'm sure I'll find an opportunity to satiate my ego and express it soon enough, anyway.

So perhaps everyone (who cares) should start thinking in terms of what there is to education beyond learning formulas and techniques or answering test questions. It's good practice for Planning Day, and definitely a point that should be cleared up before deciding how the system meets the philosophy.

Doug Knowles

P.S. I didn't mean to appear to pin the blame on Prof. Mancuso; I'm probably more guilty of concentrating on the system than any of the recent "Plan writers." However, if students are concerned over whether or not a system (or a part thereof) is detrimental to their learning, the issue is not second-rate, the concern is healthy, and it is far more important than marketing.

J & J

If You Can't Write, We Don't Care

You see, there is an alternative to what's been printed in Newspeak in the past, but it takes work, and thus time, to go out and get it. No one techie has all that much time.

As a result, we need reporters (newswriters, whatever) to get that information, or it goes by and Tech minds remain as shallow as they've been.

If you want to know more about what does go on around here and want to spread the word, this is the way.

If you want to become a part of Tech and make it something instead of just existing within it, again, here's a way.

If you're sick of paying for a rag and would rather replace it with a worthwhile student newspaper, what the heck are you waiting for?

CONTACT: Doug Knowles, News Editor, Box 2490, Stoddard C104, 753-9777 — Jon Anderson, Managing Editor, Box 161, Morgan 318, Newspeak, Box 2472.

4. Milk Shortage: The reason for the milk deficiency during some meals is due to the lackadaisical delivery service. Mr. Achorn stated that this will be corrected.

5. Seating Problem: The cafeteria is being rearranged to try to obtain optimum seating efficiency. Plans have been drawn for the renovation of the cafeteria and snack bar facilities. These plans are definite and the projected completion date is September 1974.

6. Seconds: Seconds will be given in the same proportion as first servings.

7. Hamburgers and Hot Dogs: Hamburgers and Hot Dogs will appear a few times a week on the lunch menu.

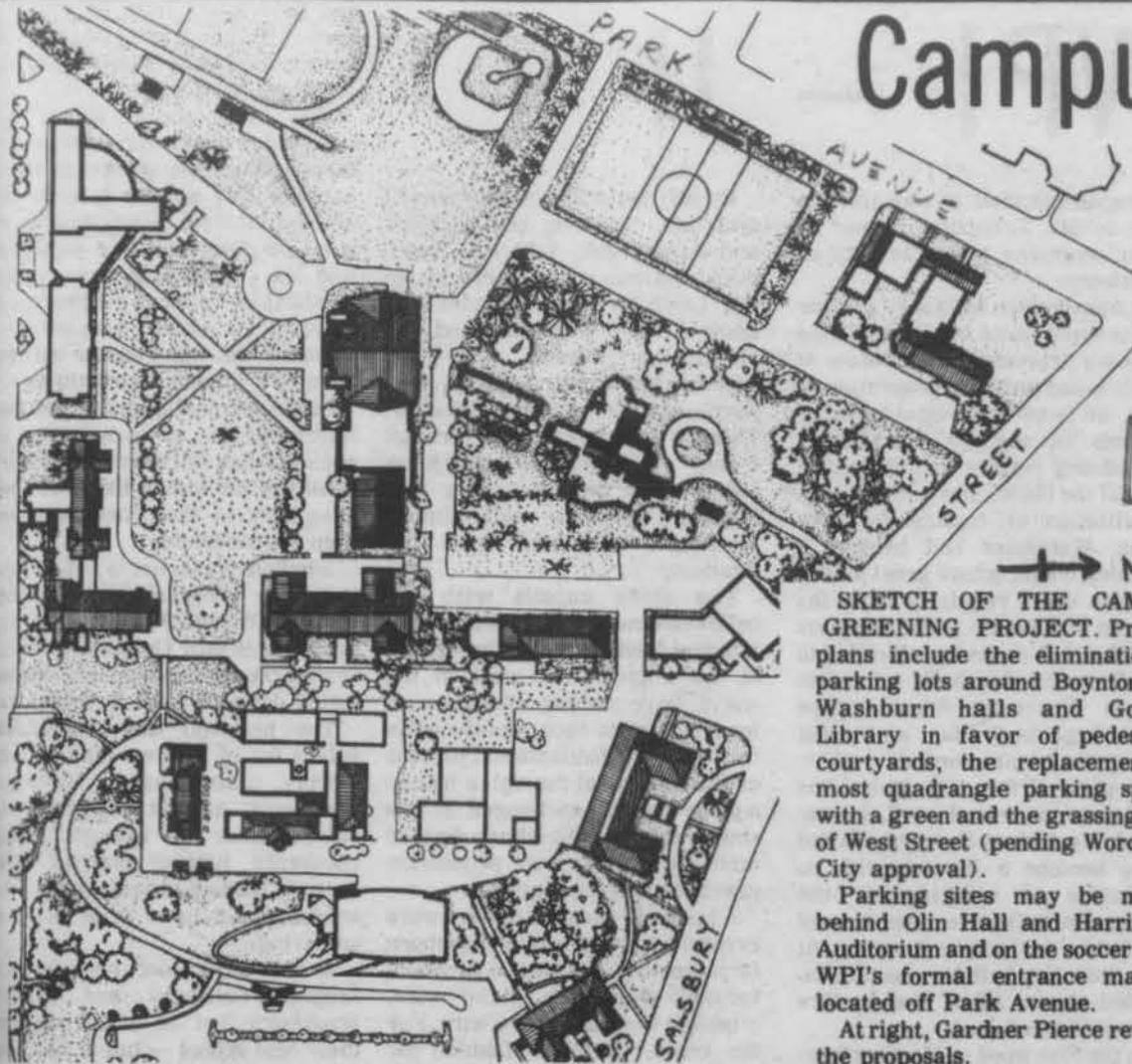
8. Food Shortage: Due to the drastic price hike and trucking strikes, there may be a deficiency in some foods. At this point, we are receiving supplies but in some limited quantities (Thank you, Dick). Mr. Achorn asks the student body to bear with him and he will try to maintain the normal quantity of supplies.

Campus Greening Forum Wed. Noon

At noon, on Wednesday, February 13, 1974 (tomorrow), Gardner Pierce, WPI's Planning Director and landscape architect Bruce Miller will sponsor a forum to discuss proposals for the campus greening project. The meeting to be held in the Wedge is open to all.

The forum is very important since final proposals for the Greening of the campus will be prepared on the basis of information exchanged at this meeting.

The Campus Greening Project is a long range and expensive program to turn WPI into a pedestrian campus.



SKETCH OF THE CAMPUS GREENING PROJECT. Present plans include the elimination of parking lots around Boynton and Washburn halls and Gordon Library in favor of pedestrian courtyards, the replacement of most quadrangle parking spaces with a green and the grassing over of West Street (pending Worcester City approval).

Parking sites may be moved behind Olin Hall and Harrington Auditorium and on the soccer field. WPI's formal entrance may be located off Park Avenue.

At right, Gardner Pierce reviews the proposals.



A Careless Quad?

Projects

PROJECT

City of Worcester is modernizing their computer system. Need computer and management inputs to define the parameters of the problems they will encounter.

SPONSOR

City of Worcester
Limit 4 students

To apply, see:

Professor Koontz,
Civil Engineering
J.J. Mielinski,
Projects Center
B.J. Dodge, IQP Center



IFC Corner

Worcester Polytechnic Institute
Interfraternity Council

ACCIDENT!!! WHO ME?!

"Protection, self-defense, for what? An accident, me have an accident, oh come on now! I hear about people getting smashed up in car crashes, being run over, and falling out of buildings, but odds are in my favor, getting into an accident can't happen to me!"

Are these prose similar to some you have heard before? Let's look at an accident function: A - accident, t - time, s - severity. sdt

slope of laying in the hospital in need of a life giving substance. This substance you cannot milk cows for, milking humans is the only possibility.

Please forget what the feeling of being a pin cushion is like, please don't wait for the other guy to donate, please give of yourself.

For the blessing of giving is far greater than the blessing of receiving. Don't forget sometime you might want to receive that blood. Pray that you make that commitment at least to yourself!!

Please don't forget Sigma Alpha Epsilon is giving 1/2 keg of beer to the fraternity with the highest percentage of possible donors.

Thank You and
Red Corpuses Thank You.

CRAFTSMEN & CRAFTSWOMEN WANTED

Spring Weekend Country Fair - April 27

The WPI Women's Club and the Spring Weekend Committee will be sponsoring a Country Fair from 11:00 a.m. to 4:00 p.m. on April 27. The proceeds from the Fair will be contributed to the Janet Earle Fund, a student scholarship fund.

Students interested in selling homemade crafts of any kind (a percentage of which will be donated to scholarship) should sign up with Dean Brown, Boynton Hall, Room 206B.

PROJECT

Investigation of characteristics of heating systems and buildings in Public Schools in Worcester and recommend energy saving improvements.

SPONSOR

Civil Defense Director on Energy Crisis, Worcester
Limit 4 students

To apply, see:

Professor Koontz,
Civil Engineering
J.J. Mielinski,
Projects Center
B.J. Dodge, IQP Center

PROJECT

Development of a master plan for the central business district for the Town of Westboro.

SPONSOR

Chamber of Commerce
Limit 4 students

To apply, see:

Professor Koontz,
Civil Engineering
J.J. Mielinski,
Projects Center
B.J. Dodge, IQP Center

No one else can give us what you can.

Nobody else in the world can give us what you can. A pint of your blood.

And your gift has never been more important. Because blood from healthy donors, who freely donate their blood, is 10 times less likely to cause infectious hepatitis in the recipient than is blood from many commercial sources. Think about that.

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History of WPI — II

THE TENACIOUS WISH ----- 1865

This was a year, 1865, that would go down in history. It had been in this year, on the ninth of April, that the bells of the City had rung to mark the surrender of General Lee. Less than a week later they had rung again when news had come of the assassination of President Lincoln. And many the words then spoken would be remembered a hundred years later, when another president slain also on a Friday and succeeded by a man named Johnson.

No more than a week after President Lincoln's funeral, a bill was introduced in the Massachusetts Legislature petitioning for the incorporation of a school to be known as the Worcester County Free Institute of Industrial Science.

It was January of 1865 before David Whitcomb talked to anyone at all about the school, and then it was to his pastor, Seth Sweetser. Surely a clergyman would know how to handle a secret. Furthermore, the Reverend Mr. Sweetser, who had been in Worcester at the Calvinist Church now for twenty-seven years, was an overseer of Harvard University, president of the board of trustees of Phillips Andover Academy, a trustee of Andover Theological Seminary, and a member of Worcester's School Committee.

Emory Washburn, a former Governor of Massachusetts now living in Cambridge, was the Bussey Professor of Law at Harvard University. He, too, was an overseer of Harvard in the same era with Seth Sweetser and such men as John Greenleaf Whittier, Edward Everett Hale, and Ralph Waldo Emerson. For that matter, Stephen Salisbury also served in the same capacity for twelve years.

Governor Washburn, as he was still called, was in an eminent position to ask for professional advice, for of all from President Thomas Hill of Harvard University, then from Joseph White, secretary of the Board of Education, of which Mr. Washburn was also a member. Do not, these two educators advised, waste the fund or pervert it. Guard it carefully, and avoid sectarianism. Although valuable, the advice was not specific because the project still had no definite outline. There was not even a formal offer from Mr. Boynton, nothing more than a reported conversation between two cousins.

Impossible as it is to draw the outline of someone else's dream — so hard it is to know one's own mind — it nevertheless appears that what John Boynton had in mind was a schooling which would elevate the position of the farmer, the mechanic, and the manufacturer, not necessarily teach him how to be one. Mr. Boynton had been successful in manufacturing; he had had no difficulty in business. Where he had felt cheated was in the refinements, and he spoke of a science and art which would be "most serviceable," "subjects not usually taught in the public schools." Of these, he had been deprived, and this deprivation had often wounded his sense of heritage. After all, was he not a descendant of Matthew

Boynton, who once held the title of baronet in Yorkshire? And did not his lineage, which in this country reached back more than two hundred years to another John Boynton, entitle him to some social privilege regardless of his occupation?

Stephen Salisbury later said that if Mr. Boynton's wish had been the only pattern, the school would have developed into no more than another academy to struggle for survival.

The need for "industrial education" had become uncomfortably obvious when American products (not inventions) were rated as secondary at recent European expositions. In Europe, ever since Moscow had started its industrial school in 1763, technical schools had become fairly common, with France now leading the world in schools of applied science. American institutions could no longer afford to ignore the hint.

The first adoption of the European pattern occurred in 1834, when Rensselaer Polytechnic Institute was organized. Sheffield Scientific School at Yale followed in 1847, Harvard's Lawrence Scientific School in 1848, Chandler School of Science at Dartmouth in 1852 and a polytechnic department at Washington University in 1854.

Encouraging the trend, Congress in 1862 passed the Morrill Act, legislation originally instigated by a Templeton man, Jonathan Turner. This Act provided for the support of state universities for the teaching of agriculture and mechanic arts. In the first disbursements Massachusetts had given its share of this federal grant to a new Agricultural College and to a small Institute of Technology located in a private house on Summer Street in Boston.

Undoubtedly, these schools and the attention they were receiving influenced the terms of John Boynton's letter. As for Emory Washburn, he had for a long time been deeply concerned about the lack of industrial training in Worcester County. No one had been in a better position to know how much this County relied on manufacturing for its subsistence. Inventive genius in this County had ranked high, with Worcester men for several years receiving more patents than any other comparable section of the country. But now that patents were starting to run out and quantity of production was becoming the rule for prosperity, there were all too few capable men who could run and manage the mechanical marvels which had been created.

Repeatedly men had come to Mr. Washburn saying, "My son does not want to be a farmer. Where can I send him to educate him?" In a speech before the Legislature Mr. Washburn once remarked that there had always been schools in Massachusetts if anyone wanted "to become a scholar" or if he wanted to "study divinity or medicine or law." There were schools, he said, for the retarded, the idiot, the farmer, but not for the mechanic. "Scientific schools have been among the last and for a very natural reason. They were not needed."

Suddenly they were needed. Emory Washburn and Seth

Sweetser decided it was time to talk to Mr. Salisbury. Sooner or later, everyone talked to Stephen Salisbury.

It was Stephen Salisbury's father of the same name who had laid the base for Worcester as a center of trade in the previous generation. It was he who had established a branch of the Salisbury merchandising empire in this central part of the State, thus initiating the substitution of trading for peddling. Worcester had become a teeming center where great loaded wagons came regularly from the Boston and Rhode Island seaports and then left on routes which led to small towns hundreds of miles away. Worcester storekeepers were kept busy day and night filling the country orders.

Stephen of the 1865 generation had gone to school at Leicester Academy, then to Harvard. He had even become a lawyer, with no intention of working at the profession except to take care of his father's extensive property. At one time the Salisbury estate included almost all of the western side of Worcester.

In the first week of March a four-page handwritten letter was sent to thirty men of Worcester. Signed by Emory Washburn and Seth Sweetser, it told of a "liberal proposal to found a Free School of Industrial Science in this City" and called for a meeting later in the month.

Many years previously Mr. Ichabod Washburn had also talked about establishing a school, intending that it be supported by the mechanics of the town, much as they had cooperated in forming an association and in building the great Mechanics Hall. Naturally Ichabod Washburn expected to be instrumental in its founding even as he had been the initiator of the other enterprises.

The background of Ichabod Washburn had already become proud legend in Worcester. He was not directly related to Emory Washburn. Only nine years old when his father died, Ichabod had been "let out" by his mother to ease the financial pressure. Even at that age Ichabod Washburn thought that he wanted to become a machinist, but there were persons who advised against it. By the time he was grown, they told him, there would be no more machinery to be built.

He therefore decided to become a blacksmith and when sixteen years old, had applied and was accepted as an apprentice in a Leicester blacksmith shop.

By just the proper proportions of ambition, religious zeal, ability, and heartbreak, Ichabod Washburn became a good blacksmith. In the Leicester shop he met and knew Emory Washburn and, incidentally, heard of the wiremaking experiments of that town and of nearby Spencer. There, too, he earned enough money to attend the school in Leicester in the same year that Stephen Salisbury and Emory Washburn graduated from the Academy.

The story unrolls with unbelievable momentum, and by 1865 Ichabod Washburn was proprietor of the largest wire mill in the world. Wire making was not new, for it had even been mentioned in the Bible; the fundamental process of drawing metal through a hole in a plate was still unchanged. It was simply that Mr. Washburn devised methods to make wire production practical and economical.

A hundred varieties of wire were eventually made in the Washburn factories, but in 1865 the products focused chiefly on piano wire, crinoline wire, and fence wire. For ten years, while the fashion for hoop skirts prevailed, the Washburn machines daily made four tons of tempered hoop wire. Mr. Washburn even established a cotton mill to produce yarn for covering the wire, and in this factory nine hundred machines provided two hundred and fifty thousand yards a day. Washburn wire was known all over the world. An explorer in South America once told of traveling the Magdalena River to the foothills of the Andes, thinking that undoubtedly he was



Ichabod Washburn



Boynton Hall and the Washburn Shops, 1870.

the first white man to visit the area. A half-hour later he stumbled on a roll of fence wire which bore the name of Washburn.

His idea of a school for mechanics had never materialized largely because of the financial panic of 1857 and the interruption of the Civil War. Inflation had been a major deterrent; not until 1864 had the National Currency Act established uniform currency and introduced some measure of stability to the chaos of the country's financial structure.

Other personal interruptions had interfered too, as incident by incident he had lost heart through the deaths of his wife, a baby son, two daughters in their twenties, and then a grandchild.

Ichabod Washburn's school had therefore progressed no further than a talk with President Barnas Sears of Brown University and a few tentative paragraphs of outline jotted down by Seth Sweetser.

The proposal for a technical school not of his own making was deeply disturbing to Ichabod Washburn. At first he refused to say whether or not he would cooperate. Without him, as Worcester's leading manufacturer, the school would have little hope of surviving.

A few days later he informed Stephen Salisbury and Emory Washburn that he would support their new school — but in his own way, by building and equipping a machine shop. If he had been maneuvered, this was a master stroke of outmaneuvering.

Although it was the first instance, it was not the last, when the catalyst of magnanimity fell into the cauldron to make a stronger mixture. With Mr. Washburn's announcement the genes of the school still a-borning were determined. In this reconciliation was fixed the personality, the uniqueness, which ever afterwards was to set the school apart from any other ever conceived. From this moment on, the theoretical and practical were wed in a union never to be dissolved any more than it would be resolved.

On June 3 the corporation invited a few associates to meet with them to accept the Charter, to organize the board, and to thank Mr. Boynton for his proffered gift. Naturally, every one except Stephen Salisbury voted for Mr. Salisbury for president.

In August the tension in the City was mounting; the deadline for the financial campaign was soon to arrive and the whole gift might be lost if Worcester could not fulfill its part of the bargain. Five hundred persons and many industries had contributed to the fund, a remarkable proportion from a population of thirty thousand. Even the workmen in twenty shops had participated. But the goal of \$60,000 was still more than ten thousand dollars beyond the reaching.

Initiating a custom which soon became taken for granted, Mr. Salisbury made up the deficit and the campaign was announced a success.

On September 11, 1865, Mr. Boynton's gift was conveyed to the corporation. There were bank shares, most of them from Worcester banks, municipal bonds of several New England towns, and fourteen personal notes.

To make up the total of one hundred thousand dollars, John Boynton paid exactly \$44.71 in cash.

Newspak Needs News Writers

See Doug Knowles, Box 2490, 753-9777

(See Page 2)

PLANNING DAYS

February 20th

and 26th

Give till it helps.





"Music By Three" to Present Chamber Concert

On February 18, Spectrum will present "Music by Three" in the Alden Music Room at 8:00 p.m. The three musicians — Nobuko Imai, viola; Ursula Oppens, Piano; and Michael Webster, Clarinet; are young but brimming with talent and knowledge. In their

repertoire are works by Mozart, Brahms, Schumann, Beethoven, and Scriabin, performed together as a group and as soloists. All things considered, this should be a fine evening of well-executed classical music.

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11 A.M. to 8 P.M.

STORE HOURS:
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Thur., Fri., Sat.,
11 A.M. to 11 P.M.



Cinamatech Film "The Miracle" Feb. 14

ENGINEERS

We are a leader in fine quality fashion cosmetics throughout the world and an important part of the exciting billion dollar cosmetic industry.

Our recruiters will be visiting your campus in an effort to attract the managers and directors of tomorrow.

Feb. 26 and 27, 1974 are the interviewing dates to learn more about opportunities in project engineering, industrial engineering and production supervision for both permanent and summer positions.

Stop by your Placement Office for further details and to arrange for an interview.

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Lens and Lights Survey II

As you remember, last week we left our hero Lens and Lights with a survey showing what the rest of us would like them to do. This week, we get the scoop on what's coming to the campus in the near future.

The big winner in the survey was "Clockwork Orange", but the film companies have not released it to the college campuses yet and it won't be shown this year. "Catch-22" was shown at the beginning of the term, "2001: A Space Odyssey", and "M+A+S+H" were shown here two years ago and showing them this year or next year would probably be too soon to capture the audience necessary to justify the expense. Next on the list is "Slaughterhouse-5" and believe it or not, it will be shown this Sunday, at 7:30 and 9:00. Due to money problems (Lens & Lights does not get money from anyone to do their own movies, it comes from the profits at other movies, and movies cost from \$250 to \$400), film company problems (Paramount still wants to make us a regular movie theater with a movie a week, including any Walt Disney

flicks they happen to have on hand at the moment), and TV problems (remember "Play Misty for Me"?), none of the other top winners mentioned last week will be shown this year barring unexpected pleasant surprises. What will be shown is "One Day in the Life of Ivan Denisovich", "The Getaway" and "Friends" on March 10, March 31, and May 5 respectively plus one other movie on April 2 to be named later.

As to cartoons, all movies will now have cartoons barring unforeseen circumstances, with mostly Warner Brother packages including Road Runner and Bugs Bunny. Lens and Lights has now obtained a cartoon consultant to improve the cartoons at the movies also. The old comedies will probably not be shown this year due to insufficient interest. That about describes what Lens and Lights is doing this year, but if you have any comments, especially about films, now is the time to get in touch with them (box 2498) and maybe influence next year's movie decisions.

Give till it helps.



The American
Red Cross.
The Good
Neighbor.

The Way They Are

by Baccus

Here's a few helpful notes on some of the present popular movies I've seen playing around. (And if they're not careful they'll get in trouble.) If this article saves you a few bucks it was well worth the writing.

AMERICAN GRAFFITI — Definitely go see it, if you haven't seen it yet. Rock & Roll, spit curls, chrome exhaust pipes, malts, sock hops, Wolfman Jack and a real peachy keen time. This movie rates an A.

THE WAY WE WERE — A touching story which drags its ass. The American College girl Barbra Streisand who's "held the oppressed peoples and dump the beaucratic bullshitters" attitude ultimately serve to break up her marriage with NROTC cadet, hot shit jock, part time diamond in the rough, writer Robert Redford. The semi-interesting plot of their lives together and ultimately apart has only one saving grace, and that is that Redford and Streisand are the two main characters. Superstars

they will always be, regardless of the script. This movie rates a B.

MAGNUM FORCE — If you groove on death, awesome marksmanship with .44 magnum revolvers, fairly good stunts, Orwellian overtones, gutsy cop stories, good constant action or Clint Eastwood's body (girls) you'll love this movie. If you don't, you'll probably, suffer a twinge of semi-disgust, gasp at an occasional sensation, and give a cheer for the good guys who are dressed in the same color as the bad guys — dark blue. This movie rates a C+.

THE STING — I saved the best for last. This movie is fantastic. One of the best I've ever seen. Newman and Redford are more brilliant than they were in Butch Cassidy. They play two high class confidence men and I'll tell you no more. The surprise ending will draw a guaranteed round of applause from the house. If you see nothing else this year see The Sting. This movie is underated, giving it an A.

New Food Director

Mr. Robert Achorn, a former executive chef for Boston University, has been appointed to the position of Manager of Culinary Services at WPI. Having been in contact with food service his entire working career, Mr. Achorn brings experience and new ideas. Combining those ideas with the previous manager Mr. Hiza's ideas, Mr. Achorn stated that he plans to maintain the level, if not surpass, of the present quality of the cafeteria food. By utilizing the full time baker, all pastry and rolls will eventually be baked fresh within the kitchen, which will also be paving the way for the self-sufficient kitchen (a price control feature). Mr. Achorn reminds the students that his office is always receptive for students' comments, either personally or via food comment slips.

Worcester Polytechnic
Institute
CHEMISTRY COLLOQUIUM
DR. GEORGE A. EADON
State University of New York
at Albany
"Metal and Metal Oxide
Catalyzed
Rearrangements"
Wednesday,
February 13,
4:15 p.m.
Room 227,
Goddard Hall
Refreshments Will Be Served

Friendly House News

The **SPECIALIZED CHILD CARE PROGRAM** at Friendly House on Grafton Hill needs volunteers to work as observers in a behavior modification program being tried with a group of ten youngsters.

BEHAVIOR MODIFICATION involves rewards for good behavior. The child earns tokens which can be redeemed at the Friendly House store for candy and games.

COLLEGE STUDENTS in Education or Psychology are

preferred, but any person willing to put in the time can be trained.

If you are genuinely interested, please contact **SHARON RINKUS**, director, at Friendly House, Inc., 36 Wall St., Worcester, 755-4362.

JOB OPPORTUNITY: Friendly House, Inc. needs a 20-hour, part-time paid worker to wash and wax floors from 9 p.m. to 1 a.m. every weeknight. Retired persons are encouraged to apply. Please contact Mrs. Nylander at Friendly House, 36 Wall St., Worcester, Mass. 01604, 755-4362.

What's Up

Tues. 12
BLOOD DRIVE. Alden Memorial Auditorium. 3:00 - 9:00 p.m.
ART WORKSHOP. Foundress Hall, Anna Maria College. 9:00 a.m. - 6:00 p.m.
LIFE SCIENCE SEMINAR. Dr. Peter Morgan, "Chemical Anatomy of the Brain — Its Relationship to Brain Physiology and Behavior." Gordon Library Seminar Room. 4:00 p.m.
OUTING CLUB. Meeting and Movie "Americans On Everest." Goddard 227, 7:00 p.m.

Wed. 13
WPI WOMEN'S CLUB. Janet Earle Room. 7:30 p.m.
BLOOD DRIVE. Alden Memorial Auditorium. 11:00 a.m. - 5:00 p.m.
ART WORKSHOP. Foundress Hall, Anna Maria College.
BASKETBALL at Trinity. 8:00 p.m.
HOCKEY vs. Bentley. Worcester Arena. 8:00 p.m.
LECTURE. "Self Hypnosis and Mind Power." Amphitheater, Science Building, Worcester State College. 3:30 p.m.
GORDON LIBRARY EXHIBIT: "First National College Student Print Invitational" from Pratt Graphics Center (until March 6)

Thurs. 14
BLOOD DRIVE. Alden Memorial Auditorium. 10:00 a.m. - 4:00 p.m.
ART WORKSHOP. Foundress Hall, Anna Maria College.
TECH OLD TIMERS. Morgan Private Dining Room. 10:00 a.m.
CINEMATECH 73-74. Types of Love. "The Miracle" Italy, and "Ballad of Love" USSR. Alden Memorial Auditorium. 7:30 p.m.
CHRISTIAN BIBLE FELLOWSHIP. Janet Earle Room. 7:30 p.m.
+SWIMMING vs. Trinity. 7:30 p.m.

Fri. 15
+BASKETBALL vs. Coast Guard. 8:00 p.m.
SOCIAL COMMITTEE MINI CONCERT. "The Chris Rhodes Band." Alden Memorial Auditorium. 8:00 p.m.

Sat. 16
+SWIMMING vs. Northeastern. 2:00 p.m.
WRESTLING vs. Hartford, Wesleyan. 2:00 p.m. (away)

Sun. 17
LENS & LIGHTS MOVIE. Alden Memorial Auditorium. 8:00 p.m.

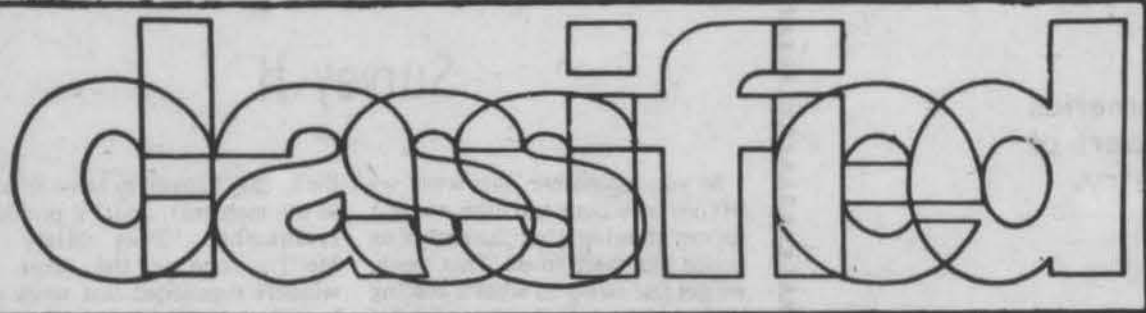
Mon. 18
+SPECTRUM 73-74. "Music by Three" Chamber Music. Alden Music Room. 8:00 p.m.
MOVIE. "Dial 'M' for Murder." Hogan 519, Holy Cross College, 3:45 p.m. and 8:00 p.m.

Tues. 19
WPI BUSINESS WOMAN'S CLUB. Prof. Albert G. Anderson, Jr., speaker. Morgan Hall. Noon.
LIFE SCIENCE SEMINAR. Dr. Richard Clark "Evolution of the Role of Cyclic AMP as the Second Messenger of Hormone Action." Gordon Library Seminar Room. 4:00 p.m.
WRESTLING at U. Mass. 7:30 p.m.
BASKETBALL at Springfield. 8:00 p.m.

Golec Receives M.A.

Frederick Golec Jr., the son of Mr. and Mrs. Frederick Golec Sr. of Adams, received a Master of Arts degree at the January graduation of Boston University's Graduate School of Arts and Sciences. The topic of his thesis was "Approaches to the Synthesis of Anisomycin."

He received his Bachelor of Science degree in chemistry in 1970 from Worcester Polytechnic Institute. Golec, who served as a teaching fellow at Boston University, is currently enrolled in the Ph.D. program in chemistry at the University of Washington at Seattle.



Stan Lee

by Mark Stofan

Tuesday, February 5, Stan Lee, publisher of Marvel Comics International, presented a lecture on the world of comics at Alden Memorial. A small but enthusiastic crowd gathered to hear the driving force behind Marvel speak.

Mr. Lee began with an explanation of how he got started in comics. Interestingly enough, it was originally a temporary job only to have lasted through three decades.

Prior to the '60s, most of the stories in comics were cliché. Take for example Superman (or any other super-type): Supie would be strolling down the street and happen upon a BEM (Bug-Eyed-Monster). He would then utter something like, "Oh, a monster. I must destroy it...and save the world!" ...Sock...Pow...Zambang...end of story. So went the story of the super-hero, until...enter one Stan Lee.

In the early '60's, Stan and Marvel came out with a book called The Fantastic Four. The world of super heroes has not been the same since. Unlike previous characters, the Fantastic Four (as well as the stampede of Marvel superheroes of follow) had human emotions and human faults. The comic book fans went wild. Three fan clubs later, the "Second Marvel Age" is going strong.

After his talk, Mr. Lee fielded questions and signed autographs. Then he was escorted (hustled?) down to the pub by a group of hard-core fans for an informal discussion along with a couple of beers. The discussion ranged from comic book prices to the different artists in the field today.

It was quite an enjoyable evening for WPI comic fans. Stan Lee was very interesting and it is safe to assume the majority of those in attendance would be responsive to the idea of a return visit by Mr. Lee.

Oh, yes, one final note. One Techie suggested putting WPI into a Spiderman story. A loud burst of applause from the audience made it apparent that the suggestion was well backed up. Stan smiled and made no promises, but...don't be surprised to see old webhead swinging from Boynton Tower in some upcoming issue of Spiderman.

WANTED — Cheap suppliers of a most valuable liquid these days — no, not gas.

STAN LEE — All those interested in following up any of the ideas presented by Stan Lee last Tuesday, particularly those thrown about in the Pub, are asked to contact Ciro, Box 1385, and we will get together.

WANTED: "A Programmer's Introduction to IBM 360." Orange and white. Call Pete 754-7750.

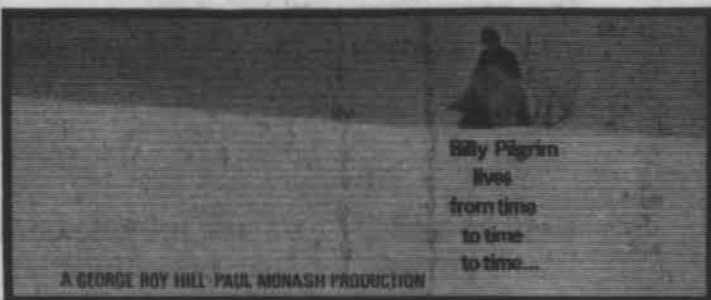
BED FRAME FOR SALE. Adjustable Harvard brand bed frame with headboard, casters. Ten bucks takes it. Call 791-7626 ask for Rastus, or put a note in WPI box no. 0466.

PETER PAW is PW'd over Jean says Rick and Carol or was it Ed and Carol. Who knows?

WANTED — Transportation to central Conn. (Middletown — Rt. 9) on Fridays. More than willing to share expenses. Box 1881

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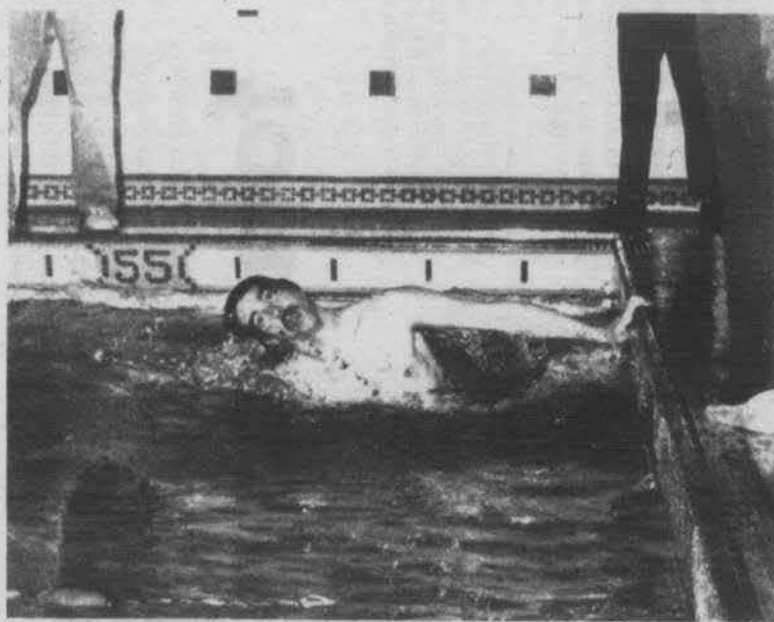
by Rick Dew

The wrestling team hosted a tri-meet with Amherst College and Union College last Saturday and lost to both teams by close scores. The final results were Union 23 - WPI 14; Amherst 24 - WPI 15; and Amherst 20 - Union 17. All three matches went to the last matches to determine the winner.

Senior Co-captain Eric Isbister led the WPI wrestlers against both Amherst and Union (5-3 and 6-2 respectively) at 150 lbs. Gene Eng, wrestling in his first varsity meet at 142 lbs. beat Amherst 8-1 and threw a tie versus Union 4-4. Other winners against Amherst were Larry Martiniano (126 lbs.) 5-3 and Steve Schlitt with a pin at 5:14. Against Union, Freshman Tom Pajonas beat his opponent and the official 7-0. Heavyweight Craig Arcari, giving up 50 lbs., pinned his opponent in 46 seconds.

In an exhibition match, Bob Winter won 5-4 against Amherst.

Amherst's record is now 12-2, Union's is 6-4, while WPI slipped to 4-7. The team's next match is another tri-meet against Hartford and Wesleyan. Away next Saturday.



John Palitsch lead WPI over Nichols 66-46 with a new school record of 2:11.7 clocking in the 200 yd. butterfly.

GIRL'S BASKETBALL

The WPI Girl's Basketball team is scheduled for a 6:30 game in Alumni Gym, Wednesday, February 13, 1974. The opposing team will be Becker Junior girls. This should be an exciting game, as this will be a rematch for the girls. With plenty of fine playing, our girls defeated Becker Junior last time by two points. They hope there will be a large turnout at the game to cheer them along to another victory. Coach Don Green is looking for a winning season, so let's give the WPI girls our support!

Bowling Team

by Ed Karedes

The WPI-East Bowling team registered its first tournament victory on December 8 of last year. The team finished first out of twelve teams including WNEC, Bryant and West Point. On February 2, the team almost registered a back-to-back victory as they finished second by a small margin. Outstanding performances were turned in by Eddie Karedes (202-198-214) with a 614 series, Gary Andersen, with a 557 series and team captain Tom Burns with a high game of 236 and a 583 series. Other members of the team included Jack Germaine,

Gary Gastiger and Randy Emerson.

In singles and doubles competition, good performances were also turned in by Tom Burns and Eddie Karedes with a 580 series. Combined with his 614 series, Karedes became the first WPI bowler this year to win the all-events title at a tournament.

The team at present is in second place slightly behind West Point. Bryant, Cornell, and U-Mass are third, fourth, and fifth respectively. The teams next tournament will be in a few weeks at Nashua, N. H. for the Lowell Tech annual Invitational Tournament.

Would all IM basketball teams please submit their top three scorer's average's to Coach King as soon as possible.

Alumni and Harrington Facility Availability for Recreational Use

TERM "C" 1973-74

All time schedules listed below are subject to adjustment. Check printed sports schedules. Check intramural schedules, girls basketball games and Becker Junior College basketball games in the Athletic Office.

ALUMNI GYMNASIUM	
MONDAY through FRIDAY	6:00 p.m. - 10:00 p.m.
SATURDAY	12:00 noon - 10:00 p.m.
SUNDAY	12:00 noon - 10:00 p.m.
SATURDAY FACULTY & STAFF FAMILIES	9:30 a.m. - 11:30 a.m.
(Available during weekdays if no classes scheduled)	
HARRINGTON AUDITORIUM	
MONDAY through FRIDAY	6:00 p.m. - 10:00 p.m.
SATURDAY	NONE
SUNDAY	12:00 noon - 4:00 p.m.
(Available during weekdays if no classes scheduled)	
SAUNA	
MONDAY through FRIDAY	11:00 - 1:00 p.m. Faculty & Staff
MONDAY through FRIDAY	1:00 p.m. - 3:30 p.m. Students
SATURDAY	9:30 a.m. - 11:30 a.m. Female Use
HANDBALL-SQUASH COURTS	
MONDAY through FRIDAY	6:00 p.m. - 10:00 p.m.
SATURDAY	12:00 noon - 10:00 p.m.
SUNDAY	12:00 noon - 10:00 p.m.
(Available during weekdays if no classes scheduled)	

Tough Week for Hoopsters

It was a frustrating week for the WPI hoopmen. On Thursday, Brandeis University avenged its earlier season loss by defeating WPI 94-87. Then again on Saturday, it was Williams College who was the culprit downing WPI 74-68.

In the Brandeis game, WPI cut a seven point Brandeis lead to four points, 87-83, when misfortune struck.

Rich Turner cut the lead to two points by hitting a long jumper and had the ball on the Marty Frengs steal. Here WPI worked patiently against the Judges 2-3 zone defensive, when a pass intended for Turner in the high post was picked off and converted into two Brandeis points.

Now it was catch up time for WPI. Down by four, WPI was forced to foul hoping for a missed charity shot, but it was to no avail as the Judges hit six for six to hand WPI its eighth seasonal loss.

In the first half, WPI had several chances to put it away. With 3:53 left in the first half, WPI enjoyed a 41-33 lead. The Judges came back outscoring WPI 12-4 to enjoy a 45-43 lead.

WPI held on early in the second half but Brandeis capitalized on some WPI turnovers and stayed in front for good.

Richie Allen continued his fine offensive play by collecting 28 points followed by Turner with 17 and Pete Krupinsky and Kevin Mischler with 16 each.

In the game with Williams College, WPI just ran out of gas. WPI started out fast, once again, with Kevin Mischler finding the range early. With this scoring and the rebounding of Kuprinsky, Allen and Turner, WPI seemed destined for another win. They enjoyed leads of up to 12 points throughout the first half. The Ephmen cut this lead to five by half-time, behind the play of Harry Sheehy and Fred Dittman. The Engineers shot an impressive 46 percent during the first half.

The second half proved to be a different story. WPI's shooting cooled down to 32 percent. That seemed to be the downfall. Time and time again, WPI missed those once so common shots of the first half. A switch in defensive tactics by Coach Herrion offered no remedy. The move quickly silenced the hot shooting Sheehy, but Les Ellison was there to pick up the scoring.

Pressure defense by Williams caused many turnovers and missed shots. With 8:49 remaining in the game, the Ephmen took the lead for the first time. WPI tried to regain composure but their poor shooting proved decisive. Frustration showed amongst the ranks as nothing seemed to drop. WPI came back late cutting the lead to four but ran out of gas in attempts to take the lead.

Kevin Mischler led all scorers with 21 points followed by Turner, Kuprinsky and Allen with 14, 13, 12 points respectively.

The WPI Jayvees have been looking exceptionally good this season and boast a fine 8-3 record. Tim Brennan, Bob Stack, John Hjort seem to be the nucleus of this team.

NOTICE

to all WPI co-eds:

Due to the energy crisis the Alumni Association Valentine's Day Committee will be unable to personally deliver Valentines this year.

Happy Valentine's Day



Kevin Mischler drives the lane against Williams. (Hatch)

Upcoming Sports Events . . .

- Monday, February 11
Hockey Club vs. Clark — Home — 8:45 p.m.
- Wednesday, February 13
Varsity & J.V. Basketball vs. Trinity — Away — 8:00 p.m.
Hockey Club vs. Bentley — Home — 8:00 p.m.
- Thursday, February 14
Varsity Swimming vs. Trinity — Home — 7:30 p.m.
- Friday, February 15
Varsity & J.V. Basketball vs. Coast Guard — Home — 8:00 p.m.
- Saturday, February 16
Varsity Swimming vs. Northeastern — Home — 2:00 p.m.
Varsity Wrestling vs. Hartford, Wesleyan — Away — 2:00 p.m.
Fencing Club vs. Holy Cross — Away.

IM Basketball

by M.D.

Basketball got underway again this week with many teams showing signs of the month layoff. Play was in many cases ragged and very sloppy, but somehow we got through the week with no upsets, as all contending teams steamed ahead on their way to their show down clashes, of which this week features three. On Monday at 4:00 ATO (5-0) takes on SAE (5-0) in the game that will have decided the League C race. Also on Monday at 7:00 BSU (4-1), and needing a win to stay alive, takes on LCA (5-0). Finally on Friday at 5:30 TKE (4-1), also needing a must win, takes on KAP (5-0).

In last week's action BSU survived a shaky start but came on strong in the second half to rout WRC. Also in League A, LCA easily took the Celts and Kap eased by WRC. In League B, the Cavs, heading towards their showdown with PGD, easily took ATO (2), SPE (2) took SK, and GDE, also still alive, took WSU. In League C, SP kept it up by beating the Aces and SPE (2) and also has a showdown with SAE this week.

After this week the situation in each league should be much better to tell. The contest between ATO and SAE could tell who's number one in that league. The other contest should decide League A.

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CAMPUS INTERVIEWS

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If unable to meet with us at this time please forward your resume to
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Planning Day 1974

The first all-college Planning Day was held, almost five years ago, on April 16, 1969. Planning Day, 1969, resulted in an increased sense of community at WPI and provided a forum through which students and faculty shared their concerns and hopes for education at WPI. The major change in educational direction which has occurred at WPI over the last five years was stimulated largely by the discussions on Planning Day, 1969, and those that followed.

The purpose of Planning Day, 1974, is to provide a focus for the educational objectives of WPI over the next several years. It will provide an opportunity to re-open a dialogue among students and faculty which has become

somewhat submerged as we have concentrated on the process and details, rather than the goals, of education at WPI. A critical analysis of the last five years, by John M. Boyd, is printed elsewhere in this issue of Newspeak. Many faculty and students concur with this analysis and believe it would provide an excellent basis for discussion on Planning Day, 1974.

Sometime this week every student and faculty member will receive an invitation to be part of small discussion groups on the all-college Planning Day, Wednesday, February 20, when there will be no classes. (Anyone who has not received an invitation by Monday, February 18, should call Ext. 404 and bitch).

To begin the day, all WPI students and staff are invited for free coffee and donuts in Alden Hall at 9:30 a.m. Student-faculty discussion groups will convene at 10 a.m. and continue through the morning at many different locations across the campus. Each group will make its own arrangements for lunch, perhaps

eating together in Morgan. The groups will reconvene at 2 p.m. for further discussion and participants will be urged to switch groups so as to sample other conversations. A complete list of discussion group locations will be posted later. The day will conclude with a Social Hour in Alden Hall at which free beer will be served.



Give Blood to Blood Drive or to El Bago. It's up to you.



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